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AUTHOR Agbor-Baiyee, William
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ABSTRACT

This study applied need theories to understand leadership motivation in college and university presidencies. Eight presidents from colleges and universities in a midwestern and a southeastern state were interviewed. The participants had been in their present position for at least three years. Included were two leaders from research universities, two from doctoral-granting universities, one from a masters-granting university, and three from baccalaureate or liberal arts institutions. A thematic approach was used to analyze the texts of the interview transcripts. The results indicated that the presidents were motivated by a need for achievement, affiliation, power, esteem, self-actualization, and growth. The study suggests that understanding and fulfilling the needs of academic presidents may promote their work satisfaction and motivation to provide sustained executive leadership in their institutions. It is likely that presidents whose needs are not aligned with those of their institutions may experience a heightened sense of personal conflict, may find their work to be meaningless, or may create unnecessary problems for other members of their organizations. (Contains 34 references.) (MDM)

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Applying Need Theories to Understand Leadership Motivation in College and University Presidencies

William Agbor-Baiyee, Ph.D.

Indiana University School of Medicine
635 Barnhill Drive
Indianapolis, IN 46202, U.S.A.

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Abstract

This study applies need theories to understand leadership motivation in college and university presidencies. Eight American presidents from diverse colleges and universities in a midwestern and a southeastern states were interviewed. A thematic approach was used to analyze the texts of the interview transcripts. The results indicate that academic president are motivated by higher-order needs such as achievement, affiliation, power, esteem, and self-actualization as well as growth. This study suggests that understanding and fulfilling the needs of academic presidents may promote their work satisfaction and motivation to provide sustained executive leadership in their institutions.

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APPLYING NEED THEORIES TO UNDERSTAND LEADERSHIP MOTIVATION IN COLLEGE AND UNIVERSITY PRESIDENCIES

William Agbor-Baiyee, Ph.D.

Indiana University School of Medicine
635 Barnhill Drive
Indianapolis, IN 46260

OBJECTIVES AND PURPOSES

The purpose of this paper is to apply need theories to understand leadership motivation in college and university presidencies. Using need theories to study academic leadership motivation may help us uncover the fundamental nature of the forces that give direction and focus to the work of college and university presidents. It also helps us understand how personal motivations of presidents could be aligned with academic organizational needs. Are academic presidents motivated by the need for power, superiority, competence, achievement, affiliation or some combination thereof?

IMPORTANCE OF THE STUDY

Our understanding of motivation in academic organizations is based largely upon concepts and theories formulated from studies conducted in public sector, military, and business organizations. While research on the motivation of workers has intensified in the past few decades (Indik, 1965; Steers & Porter, 1975), little attention has been given to the motivation of academic presidents of colleges and universities. Concerns about the quality of contemporary academic presidential leadership are well-documented (Fisher, 1984; Birnbaum, 1989; Flawn, 1990; Kerr, 1984; Bornstein, 1995; and Lovett, 1994). Academic presidents must focus their efforts on evaluating their motivation and performance as they provide leadership to their complex organizations. A better understanding academic leadership behavior based upon personal needs promotes an understanding of why some presidents are better performers and derive more satisfaction from their work.

THEORETICAL FRAMEWORK

Motivation involves the desire and willingness to spend energy to attain a given outcome. White (1959) argued that individuals generally have competence motivation. Competence motivation also known as mastery motivation involves human motivation

to deal effectively with the environment. In the case of an academic president the environment may be organizational (for example, college or university), personal (for example, needs and expectations), and societal (for example, laws and values) variables. Motivation can be expressed as a need, which represents a psychological state. Need theories are used here as a window to view and understand the complex world of leadership motivation. Human motivation originates in certain basic needs. Human need theories of motivation are based on the assumption that fundamental wants or requirements regulate much of human behaviors.

Herzberg (1966) developed the motivation-hygiene or two-factor theory focused on factors that produce job satisfaction and dissatisfaction. He found key factors of motivation and satisfaction called motivators such as achievement, work itself, recognition, responsibility and advancement. Herzberg argued that the presence of motivators enhances job satisfaction and motivation, but their absence does not result in dissatisfaction. He also identified found other factors called hygiene factors such as organizational policy and administration, salary, interpersonal relations with the supervisor, and conditions of work. While the absence of hygiene factors produces dissatisfaction, the presence of these factors does not lead to motivation and satisfaction.

Maslow (1971) studied and formulated a hierarchy of needs theory of motivation which has greatly influenced our understanding of the phenomenon. Maslow formulated a division of the five needs into higher and lower orders. Lower-order needs included (1) physiological and (2) safety needs while (3) social, (4) esteem and (5) actualization were described as higher-order needs. Aldelfer (1972) researched and revised the motivational concepts of Maslow culminating in his discovery of three fundamental needs: (1) existence, (2) relatedness, and (3) growth. David According to McClelland and his research associates (1956, 1976) three potent human needs include achievement, power, and affiliation. Table 1 shows a comparison of the different need theories.

Insert Table 1 here

METHODOLOGY

A qualitative research methodology was used in this study to collect the data to better understand what motivates academic presidents to lead their organizations. A number of researchers, (Tierney, 1988; Fisher, Tack & Wheeler, 1988; Kerr & Gade,

1986; Agbor-Baiyee, 1997; Bensimon & Newmann, 1990; Kerr, 1984) have used qualitative research methodology to study the academic president.

Research Sample

The research sample comprised of eight experienced college and university presidents in two American states -- Table 2. The rationale for using public and private academic presidents from a cross-section of higher education institutions was to acquire a richer understanding of the complexity of academic presidential leadership and the motive forces behind it.

Based on the 1994 Carnegie Foundation classification of higher education institutions, the sample comprised two research university presidents, two doctoral-granting university presidents, one masters-granting university president and three baccalaureate or liberal arts universities. Seven of the presidents were from a Midwestern state and the eighth was from a Southeastern state.

Insert Table 2 here

A coding system was developed to ensure the privacy of the participants. The personal nature of this study raises serious questions about confidentiality. Tables 1 shows the data of the participants and their colleges and universities.

The criteria for selecting the sample were as follows: (1) Willingness of a college or university president to participate in the study; (2) academic administrative experience of at least three years as president of current institution, or (3) if less than three years as an incumbent president, must have at least three years of prior administrative experience as president in another institution.

The Personal Interview

The interview involved personal interaction with all participants. Some researchers, (Gorden, 1975; Patton, 1990; Hyman, 1975; Bernard, 1988) have drawn on their personal experiences in fieldwork to address the issue of personal interviews in qualitative research. Each interview started with a brief introduction and an orientation to the setting in which the interview was conducted. This initial contact was critical in establishing the climate and context for the rest of the interview to follow. The participants were interviewed at their campuses.

Douglas (1985) argued that researchers should be subordinate to their interviewees because interviewees have the power and knowledge. The degree to which a participant was willing and forthcoming greatly influenced the quality of the data collected during the interview. Each interviewee held the knowledge that the researcher sought. Each interviewee held the power to influence whether or not good data was collected. The interviews were audio-recorded and interview transcripts were sent to the participants for verification.

Data Analysis

A thematic approach was used to analyze the texts of the interview transcripts. Data analysis involved the application of need theories to understand the content of the interview transcripts. We theorize about situations or phenomena in order to understand and explain their fundamental nature. The transcripts provided adequate descriptions of the perceptions of the participants. Interpretations drawn from the transcripts depended on the quality of the data provided by the eight academic presidents.

Wilcox (1982) has observed that qualitative data analysis depends on the nature of the conceptual framework used for analysis. Data analysis involved developing categories, synthesizing, searching for patterns, and interpreting the data collected (Bogdan, R., and Biken, 1982; Dobbert, 1982; Denzin, 1989; Erickson, 1986; Fetterman, 1989; Lincoln and Guba, 1985; Miles and Huberman, 1984; Tesch, 1990). An understanding of theory helped the process of making decisions and inferences regarding the value of what needed to be included and excluded from the analysis. Data collection, transcription, and analysis were interactive and included keeping a log in which a record of strategies, hunches, themes, and significant occurrences or discoveries were isolated and noted.

RESULTS

The results of this study indicate that college and university presidents are motivated by a need for achievement, affiliation, power, esteem, and self-actualization. Need represents a psychological condition experienced by a person. It is not used to mean a state attributed to a person. Thus, the term refers to psychological needs rather than normative needs. Psychological needs tend to have a power impact on behavior because they are intrinsic in origin. Although no clear pattern of responses emerged,

all participants in the study expressed the importance of different needs as motivators in their presidencies.

Need for Achievement, Affiliation, and Power

Achievement, affiliation, and power are three needs proposed by David McClelland and his research associates (1953) as being vital in organizational contexts for understanding human motivation. The need for achievement deals with the desire to excel or succeed, or to achieve relative to certain norms. Affiliation need involves the desire for friendly and or close interpersonal relationship. The following perceptions of three participants capture the essence of achievement and affiliation needs.

> The most satisfying thing is that this role allows me to be at the center of the action which makes a positive difference to society. ...I want the organization to be successful and I want to be successful. That I can accomplish both of those best with people who are successful and who further the objectives of the institution. ...The reason I like being a university president is first that what universities do is so very important. If you want to have a positive impact on society, I know of no better place to be than being in the university. Secondly, being a president means you are part of the action. I don't feel any great need within me for being in charge. If that were the case, I might have gone and done one of those other things for being in charge, let me make that clear. I don't have an overwhelming need to be recognized. I have that need but I don't think it drives me overwhelmingly. I like being a part of the action and I like feeling that I have an influence on something. This position permits me first, to do something that I consider very important and secondly, to be an important part of that thing which is important. That is what I mean when I say "I like it." (5)

> The most pleasing is to be part of an institution that is involved in work that is absolutely significant. The training and preparation of young people to serve and all the lives that can be touched and you can have some part of. (3)

> ...the president is not an unseen or unknown entity on the campus. I try to have considerable amount of interaction with students both personally and in the various activities in which they are engaged. I try to interact with students during student activities such as athletic contests, dinners in the cafeteria, etc. I try as often as I can to see students. Now, indirectly, through the faculty and administration to make certain that there is motivation and significant attention and effort on the part of the faculty to keep the needs of the students uppermost in all we do. Also, through the administrative and support service representatives we have. (2)

Some of the presidents in this study who expressed a need for success may be seeking personal achievement rather than the rewards associated with success. It is difficult to make the distinction because that was not the focus of this study. It seems clear that these presidents operate in academic organizational settings where they can leverage personal responsibility and cognitive ability to solve problems in ways that they can relate to the constituents of their organizations, receive feedback, and achieve organizational goals. They may have an inclination to work on problems and taking

responsibility for their success or failure rather than leave the outcomes to chance or the actions of others. However, where they leave outcomes to others, a mechanism may be established to provide feedback and accountability as the following responses suggests.

> My theory of administration is that I give a lot of authority to my vice presidents. We try to get together periodically to make sure that we are operating with the same values and the same general expectations. we would talk about matters of major policy concern in our officers or trustees meetings. But it means that the vice president for student affairs would have a special responsibility relating to students. The provost or chief academic officer for the faculty and the executive vice president with some areas of expertise oversee the budget or finances of the university. The executive vice president would work very closely with the finance and investment committee of the board of trustee and some others. I need to deal with all those groups. In so far as those who assist me are doing a good job, it makes it easier for me. I am the primary one to deal with the board of trustees often through the chair of the board and the chairs of the various committees of the board. (3)

The need for power is the desire to have an impact, to be influential and to control others. Over time and with positive results to show, the power and stature of presidential incumbents may be enhanced. The feeling of importance measured by the amount of power a president can yield or sway can be a potent source of motivational forces influencing academic presidential leadership. Achieving organizational goals has the effect of reinforcing academic leadership of a president because he would be rewarded with higher stature, respect, and power. Increasing the respect, power, and stature of the president for achieving organizational goals can be directly translated into higher personal levels of confidence and control which may be critical to academic leadership. Five out of eight of the academic presidents expressed different aspects of their need for power and here is how three of them talked about the need.

> One of the most fascinating parts of being a university president is to deal with the various constituencies.... I like being in the publics eye. I like carrying out a ceremonial role. I like having power and authority. I like having access to elite groups. I like the understanding that what we are doing at this institution is important and has an intrinsic value. I like solving problems. I like thinking strategically. I just like the job. (8)

> ...This is a very complex environment of individuals that one works with. But it is this intense desire to be able to make a difference and to be of service and see something happening. I have never been anywhere where there was more or a variety of stimuli available to me as an individual and in this position. I haven't mentioned the immense amount of time I spend in Washington in part because I am so senior. I have to be involved in several organizations and testifying in Congress and assist different groups with the National Budget or what have you. That is an opportunity you wouldn't ordinarily have as a regular citizen. I didn't have that as the dean of the School of Medicine, in a small way but not on this global scale. We do even do a lot of this on an international level. (7)

> As president I have power and I enjoy having power. I think that most presidents who are successful do. If you come from a faculty background, it takes you a little while to get used to having power and decision-making authority and using it without feeling a little bit reluctant

> because faculty members are not attuned to that kind of power or they even resist it. So in my thirty years I got used to that. By the time I was university president, I was comfortable with power and influence and found that a very useful tool of leadership and also very gratifying part of the job. I enjoy having power and having assurance and making decisions about matters that truly I care deeply about. So power is an indispensable part of the job and it must be an indispensable part of the self-awareness of a successful university president of academic leader. (8)

These comments may suggest that psychological benefits come with effectuating the academic presidential role. This may be especially evident in experienced presidents like those studied who may have developed a mastery of academic leadership in their given organizations. Thus, the presidential role appears to be self-motivating. The academic presidential role over time enhances the power, stature, and esteem of the incumbent. The importance of academic institutions to the development of society means that whoever is in the role of chief executive officer of these organizations is important.

College and University presidents have access to power structures and resources in a way that ordinary citizens do not. This may mean that whether or not an academic president is conscious of this reality, he/she is playing a special, unique, and constructive societal function. Human beings would like to like to be perceived as making a special or unique contribution to society or tend to like to be seen as important. Over time, the acquisition of power and prestige may be a natural consequence of being an academic president. Prestige engenders intrinsic psychological benefits and a sense of deference which may motivate and sustain the interest and desire of an incumbent to stay in office. The office of the academic president confers prestige. Therefore, being the leader of an academic organization whose importance is critical to society provides recognition and status for those occupying the office. Some participants actually relished this aspect of the presidential role. For example, here is what one of the participants said.

> I have perceived and experienced a university presidency as a position of influence and of status and of considerable stature. I think how university presidents are perceived varies from place to place around the country. I came from the state of Thetaland which is one of the largest in the nation. In this state university presidents and chancellors were not automatically accorded respect. They did not necessarily receive deference because of their position. What I found in this part of the country is that there is more of an inclination to recognize a university presidency as an important position and thus have some status and some respectability and I like that. I like that! I think Thetaland has lost some of that because their highest university leaders are very often not respected and not accorded the status and respect that they need to be in the whole world in which they operate. I have found being a university president puts me right in middle of the action. I have access to virtually everything in this urban area and the state by virtue of being a university president. I hope in my case I have access also because I have a record of being an effective and responsive academic leader. But, your access begins

> with the status that the position confers upon you. I think that is an important advantage that we have in this part of the country in academic leadership. (8)

Presidents of colleges and universities seem to be fascinated by the enormous power associated with the office, but may be reluctant to use it because of the dual-control nature of the distribution of control in higher education organizations. Another president expressed his need for power in terms of sharing it to achieve organizational goals in the following manner.

> I don't believe that all the power should lie in me but I think that I do have a special role to play. I don't think I am just a coordinator. I think I have to have ideas of my own and an overarching vision. In order to achieve that, the more I can gauge the thoughts and insights of other people, the better the final decision we make. I also believe that when you make a decision, you need to follow-through. You don't just talk – action counts. (3)

> Over the years as we grew and had more faculty, students, and staff, I found that I had to share my leadership. My leadership now is to share and empower. There is still down here in the pit of my stomach a desire to control but I found that because I had to spend time raising money, I had to share some of the things. ...**laughter**... It sounds like I am double-talking. ...Leadership is empowerment. Leadership involves sharing. Power does not belong to yourself. It is just a vehicle for getting things done. So in order to get something done we must share it. Leadership involves accountability and responsibility both to oneself as a leader and to those around him.(6)

Based on the research work of David McClelland and his associates on the needs for achievement, affiliation, and power, it could be argued that leadership motivation in academic presidencies would increase where boards of trustees offer presidents opportunities to express personal responsibility, take moderate risks and provide feedback. From Herzberg's two-factor theory (Herzberg, 1966), the argument could be made that the motivation, performance and satisfaction of college and university presidents would increase where their boards of trustees furnish them opportunities for achievement, recognition, autonomy, and responsibility.

Need for Esteem

According to Maslow's hierarchy of needs theory (1954), esteem needs comprise intrinsic esteem factors such as self-respect, autonomy, and achievement; and extrinsic esteem factors such as status, recognition, and attention. All participants in various ways showed a need for esteem. Here are the comments of three participants to help us understand the function of esteem during academic presidential leadership.

> I am vested with authority to dispense degrees, authorize promotions, give honorary degrees and the list goes on. It is just stunning the amount of authority and power that is vested in one individual in this kind of a set up. As long as you exercise your authority and power with due caution and very judiciously, you not only have power but you grow in stature and you

> grow in authority. What people will say is "he doesn't shoot from the hip. He is wise. He makes good choices. He consults, communicates well, believes in consensus and so on." By the way, I am telling you what I believe in and it has worked. (7)

> Because I enjoy it [being president]. I enjoy it because I think what I do is important. I believe in the institution. The problems or struggles that I have had are not different from the problems you would have in any other leadership role. Things are going well and I think I can still be effective in my job. That is why I am staying. (3)

> Because I think the role is important. I think Education is one of the most important activities of human beings. I think our institutions are critically important. I enjoy being president of this institution. I would rather be doing this than anything I know. ... I naturally like to have people think that I make good decisions and that I am right and that I am wise and all those kinds of things. That is human nature...(2)

These responses show that the social importance of the office of the academic president to society is intricately and directly linked to the sense of confidence and esteem incumbents enjoy.

Need for Self-Actualization

According to Maslow (1971), "self-actualizing individuals [more matured, more fully human], by definition, already suitably gratified in their basic needs, are now motivated in other higher ways, to be called "metamotivations." (p. 289). Further, writing about self-actualizers, Maslow argued that "all such people are devoted to some task, call, vocation, beloved work -- outside themselves." (p. 291). The following responses by three participants may help to shed some light on Maslow's propositions about self-actualizers.

> Well, I look at this [being an academic president of a research I public university] as a calling and as an opportunity to serve. That fits in with my medical background which has similar motivations. Obviously if you want to have an eight-hours per day five-days per week, this is not the job. This is seven days a week eighteen hours per day. There is no opportunity for vacations. I just tried that again this past Christmas recess and we had problems to resolve in Washington, in the state with the legislature and the Commission of Higher Education, and so on. When the president is invited to speak on behalf of the institution, you have got to be there. So, I have had a sporadic time off for all these years. I accept that. It is like being the head of the family, you can't say "next month, I am not going to be dad or husband. I am going to take the month off." You can't do that with this kind of a job. I think in that regard my medical experience and background was very helpful because it was the same way there. (7)

> Part of my leadership has been about the vow that I have had to take as a minister -- it has a lot to do with it. I don't know if I could have the kind of commitment if my family life were different from what I have now. As you know this is my life. This is my whole life's work. ...How do you fight for a cause? Omega University is a cause because it has to do with the liberation of our people who have not been properly educated in the elementary and secondary education levels. We have to ascertain their problems and bring them up to a level so that they can go to college. I am anxious to get here and get things started. ...I enjoy what I do. I enjoy

> my staff. I enjoy the students. This morning one of the great joys I had was to see one of our students on the front page of the local news daily. The headline news of that section tells her extraordinary story -- it is fulfilling for me. I only wish that people really knew more about us so that we could do more and we could help more people. But my basic problem is to be patient. It is very hard to listen to things or to see either faculty or staff be deficient and not realize that there is an opportunity for improvement. ...Being president here is part of my ministry. (6)

> ...One of the difficulties of being a president is that there is no end to the job. You are on call and you are on duty all the time. The wheel keeps turning. You can't go anywhere without thinking "I wonder if I could get that person involved. I wonder whether that person knows this person and that person. I wonder what that person is going to be thinking about this thing that is happening at the University." There is no way to get free of them because our call is to garner as much support as we could get. Therefore, in that sense we are always being political. There is never any real relaxation from that seven days a week. (2)

The need for self actualization means the desire to become what a person is capable of becoming. It includes achieving one's potential, growth and self-fulfillment. The desire for self-actualization may be expressed in different ways. For example, a participant articulated this need in terms of Robert White's (1959) effectance or the desire to become competent in the following manner. According to White's effectance or competence motivation rather than always be motivated to reduce biological needs, human beings have competence motivation. Competence motivation involves dealing effectively with the environment, to do well what is attempted, to process information efficiently, and to improve the world in the process. White claimed that we do all these things not because they serve physiological needs, but because we have an intrinsic motivation to interact effectively with the environment. Thus, closely related to this idea of competence motivation is achievement motivation which was discussed earlier. Here is what a participant said regarding competence motivation.

> ...I really believe that one of the reasons why I do this job is because I like the sense of feeling competent. I think we are doing an excellent job at this university. ...Well, you can define that [competence] in a lot of different ways. In some cases, it is the judgment of other people, in certain ways it is meeting goals that can be measured. In lots of cases as with universities, it is hard to measure whether or not goals are being met. Watching a staff you are working with really take off, watching them as individuals grow and become better and become more effective and watching them coalesce around goals and then realize those goals. (1)

Another president expressed his need for self-actualization in terms of an unfolding process of leadership potential as he travels through the journey of life. This is what he said.

> I suppose I have been developing as a leader through out my life. I felt from an early age that I wanted to do something constructive. I wanted to do something that I would be very much interested in doing. I gravitated toward education as something that would satisfy that need in myself. I then began to provide leadership in an educational setting and not simply doing the

> job of an individual faculty, as important and as gratifying as that is. That is a great job! I must say that the job of a faculty member in a university is one of the greatest jobs in the world especially being a full professor in a fine university as I was. I found that while that was satisfying and gratifying because I will be happy to even now go back and do that, it wasn't totally satisfying. I found that I was more drawn toward the action of day-to-day operations and policy-making. So, first wanting to do something constructive that I would be proud of in my life, then going into education and then find that I wanted to be part of the operations and policy making apparatus of the institution. So it sort of emerged in that way. (8)

Finally two other participants summarized his need for self- actualization in the following manner.

> As a person my needs are very simple. All I ask for is to try to discover what is not known and to be given the opportunity to make a difference and to help others. (7)

> I was in a unique circumstance when I decided to seek another presidency. I was very happy where I was and very unusual thing happened. I had three offers at exactly the same time. Because of the way that presidential searches are done, which we talked about earlier, that is very rare. Both the other two institutions were older, more mature, and larger but they were not in a growth mode. They were having to defend themselves to their constituency rather than have their constituency defend them. They were going to have a very hard time ten years from today being as good as they are today. This institution will have a hard time not being better. One of the other institutions pays considerably more than this one. I came here because this is an institution that by any standard is going to be better tomorrow than today. I am going to be able to preside over improvement in the quality of the institution, the growth in the size of the institution, a growth in the impact of the institution, and if I can leave a much better place ten years from now than it was ten years ago, then it will be one of the major universities in the state. That is the reason... (5)

It could be inferred from all the abstracted responses, and those not quoted here, that higher-order need factors dominated the motivation of all the presidents who participated in the study. Maslow separated the five needs of his theory into lower and higher orders. He described physiological and safety needs as lower-order needs and social, esteem, self-actualization as higher-order needs. Maslow distinguished between the two orders on the grounds that lower-order needs are fulfilled externally whereas higher-order needs are fulfilled internally. Thus, it could be argued that college and university presidencies provide incumbents substantial opportunities to fulfill higher-order needs.

CONCLUSIONS

This study focused on applying need theories to understand leadership motivation in eight college and university presidencies. The results of this study indicate that college and university presidents are motivated largely by higher-order needs (Maslow, 1971) such as the need for achievement, affiliation, power, esteem, and

self-actualization. These needs assumed different forms in the participants. Clearly other studies need to be undertaken before generalizations are possible. Because a taxonomy or hierarchy of needs based upon valence was not the focus of this study, the results do not give an indication of their relative strength in the eight participants.

Why some presidents find certain colleges and universities compatible and others not attractive, or inconsistent with actualization of their academic leadership is not easy to answer, but this study attempted to expand our understanding of the phenomenom. Academic presidents can better promote an atmosphere in which members of their organizations can realize their psychological needs, if they constantly examine their own needs. It is likely that presidents whose needs are not aligned with those of their colleges and universities may experience the following: (a) a heightened sense of personal conflict, or (b) may find their work to be meaningless, if they decide to stay, or (c) may create unnecessary problems for other members of their organizations. Presidents who ignore aligning their needs with those of their organizations may experience difficulty meeting the needs of the academic community and as a result undermine the educational mission of their organizations.

Given the central executive role presidents play in colleges and universities, every effort must be made to ensure effective recruitment and retention of the most skilled and motivated individuals willing to serve in this challenging role. The findings of this study suggest that a sound understanding of the needs of college and university presidents may facilitate the process of deploying resources to make them more productive and effective. It could be argued that presidents whose needs are met as presidents would be more satisfied with their work and may avail themselves more readily to address the needs of their colleges and universities. It is possible that college and university presidents who experience more motivation and satisfaction with their work may in the process become more passionate about management and leadership of their organizations.

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Table 1

Comparing Different Need Theories

Herzberg's Two-Factor Theory	Maslow's Hierarchy of Needs	Alderfer's ERG Theory	McClelland's Needs theory
-Achievement -Work itself -Responsibility -Advancement & Growth	-Self-Actualization Needs	-Growth Needs	-Need for Achievement
.....	.....		.....
-Recognition	-Self-esteem (Esteem needs) -Respect for others		-Need for Power
.....	.....	.....	.....
-Supervision -Interpersonal Relations	-Belongingness & Affection Needs	-Relatedness Needs	-Need for Afilliation
.....	.....		
-Security -Company Polices	-Interpersonal Security (Security Needs) -Physical Security		
.....	.....	.....	
-Pay -Working conditions	-Physiological Needs	-Existence Needs	

Table 2

Data of participants and their colleges and universities

Participant*	Gender M	Years (as pres.)	Race	Terminal Degree	Institutional Type	1994 Carnegie Classification
1. Mansfield	X	15	WH	Ed.D. (Educ. Admin)	Public	Doctoral I Univ.
2. Lawrence	X	10	WH	Ph.D. (Philosophy)	Private	Master's I Univ.
3. Lincoln	X	9	WH	Ph.D. (Theology)	Private	Research II Univ.
4. Paul	X	10	WH	Ph.D. (Philosophy)	Private	Bacc. liberal arts coll.
5. Elliot	X	7	WH	Ph.D. (Audiology)	Public	Bacc. lib. arts I coll.
6. Newton	X	17	AA	Th.D. (Theology)	Private	Bacc. lib. arts II coll.
7. George	X	13	WH	M.D. (Medicine)	Public	Research I Univ.
8. Kennedy	X	14	WH	Ph.D. (History)	Public	Doctoral I Univ.

KEY:

Gender

M=Male

Race

AA=African American
WH=White

* Codified data